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# SCHOOL LIFE

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**S**CHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue through this volume at least. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series which began in a previous number and are represented in this issue by the contribution of Doctor Butterworth. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. Some of them have already been published. Others are expected from: Sarah B. Askew, librarian, New Jersey Public Library Commission; Lillian W. Barkdoll, school and reference librarian, Washington County Free Library, Hagerstown, Md.; Margaret E. Wright, in charge of county department, Cleveland Public Library; Charlotte Templeton, librarian, Greenville (S.C.) Public Library; Carl H. Milam, Secretary American Library Association. These papers and others upon this subject will be in future numbers. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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# SCHOOL LIFE

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VOL. XIV

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No. 5

## Progress and Problems of Secondary Education in California

*A Multitude of Features Professionally Profitable to Workers of Other States. Three-Fourths of the Children of High-School Age Attend High Schools, and 95 Per Cent of Them Attend Public High Schools. Thirty Public Junior Colleges Maintained in California. Large Number of Surplus Teachers in State Tends to Elevate Standards*

By LEONARD V. KOOS

*Professor of Secondary Education, University of Minnesota*

FROM A SOJOURN of three months in California devoted to a study of her provisions for education, particularly those on the level of the secondary school, one is certain to carry away a host of impressions and types of information. A major difficulty in preparing a brief article based on these materials is to select those that are likely to prove at once interesting and professionally profitable to educational workers in other States. One alternative open to the writer would be to essay descriptions of the incidental but nevertheless significant products of visits to schools during the progress of the sojourn, such as contacts with outstanding leaders among administrators and teachers, remarkable developments of particular departments in this or that school as in music or art, notable instances of student personnel and guidance programs, or inspiring examples of school architecture. California has its full quota and more of these. A second alternative, the one which seems preferable, is to draw upon certain of the materials of the survey proper, even if they are less picturesque than descriptions of the former type. This will be done not so much with the purpose of reporting recommendations as to disclose the larger and newer

problems faced by those who direct the destinies of secondary education in California. The phases touched upon will correspond for the most part with the outline of the survey, which dealt with the growth of secondary schools, the types of districts and schools, higher education as affecting the secondary schools, students, curriculum, teaching staff, and financial problems.

### *Highly Popularized Public Secondary Education*

Because of our general acquaintance with the rapid growth of population in the State, there is no need of reviewing the facts more than to point out that they must be anticipative of mounting high-school enrollments. These enrollments rose in public high schools, grades 9 to 12, from 3,548 in 1889-90 to approximately 200,000 in 1926-27. In proportions of the population of high-school age—that is, 14 through 17 years of age—this is an increase from 4.1 per cent to 74.8 per cent, or approximately three-fourths. This proportion is larger than for any other State. Those in charge of these schools were thus faced with the problem not only of accommodating rapidly increasing numbers but also of adapting the program to a less and less selected student body.

Over the same period the proportions which those enrolled in private secondary schools were of all secondary-school students decreased from more than 70 per cent to less than 5 per cent, prompting the conclusion that the problem of secondary education in California is almost exclusively the problem of public education.

A feature rather distinctive of the secondary-school situation in California is the union high-school district, authorized by the union high-school law of 1891, after the enactment of which began the rapid development of public secondary education to which reference has been made. Fully three-fourths of the approximately 300 districts maintaining high schools in the State are of this type. With occasional exceptions only (owing to consolidations since their organization) these union high-school districts include within their borders two or more elementary-school districts. For a sample of 65 union high-school districts studied intensively on this score the average number of elementary districts exceeded 8, one of the high-school districts containing as many as 56. The inevitable positive result of such a district organization is larger and stronger high schools. A comparative study of the distribution of high schools by size of enrollment puts California in a favorable light.

### *Reorganization of High Schools in Cities*

There are, however, negative outcomes of such a district organization. One of these is the slow progress of junior high-school reorganization. To California goes the credit of having established the first junior high schools. Moreover, this reorganization has made large strides in city school districts, so that one may report that by 1925-26 for the State as a whole more than a third of all pupils enrolled in grades 9 to 12 were in reorganized schools. However, most of this reorganization has taken place in the city school district where schools on both

Based on data and findings presented in "Secondary Education in California—The Report of a Preliminary Survey," published by the State department of education, Sacramento, December, 1928. The preliminary survey was made possible by an appropriation by the State legislature supplemented by a grant from the General Education Board. Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

elementary and secondary levels are under the control of a single board of education. It is unusual for junior high-school reorganization to be effected within union high-school districts, in which this requires the cooperation of separate boards controlling schools on the two levels. There are other evidences of a lack of official cooperation between separate boards in control, within the same territory, of schools on these two levels.

#### *California Leads in Junior Colleges*

Those conversant with developments in secondary education are aware of California's progress in junior-college education. There are more public junior colleges and many more students in public junior colleges than in any other State. Not counting those in teachers' colleges, there were 30 such public units in operation during 1927-28. They are variously organized, especially as concerns their relationship to the high-school years below. Five of the 30 were completely or almost completely separate from high schools below in housing, administration, and staff; 2 were distinctly separate but on the same site as the high school while under the same principal; 12 were partially separated but housed with the high school and under the same management; 10 were more or less completely merged with and in some instances hardly distinguishable from the high school itself; and in only a single school was a systematic effort being made to work out an integration of the junior-college years with the upper years of the high school below, with the aim of associating the lower years of the high school with the junior high-school unit extending through grades 7 to 10, inclusive. This represents a wide variation in types of organization, prompted in some part, without doubt, by an equally wide variation in the working opinions as to the proper plan of incorporating the junior college in the school system.

#### *Difficult to Plan Common Organization*

The solution of the problem of the proper manner of incorporating the junior college in the secondary-school system is complicated by the variety of types of organization of elementary and high school grades below. With secondary-school periods of different length underlying the junior college—some of four years, others of six—it is more difficult to hit upon a common plan of organization of the whole period inclusive of junior-college years. For example, even if one advocates some kind of integration of junior-college years with school years below, he must have some sympathy with the plan to separate the junior college from the high school if attempts to integrate would require joining the junior

college to the full four-year high school, which is the type of high school almost universal in union high-school districts. Until junior high-school reorganization is effected in these districts there will be serious hindrances to a redistribution of years that will foster integration of junior college with upper high-school years.

This problem of the proper plan and organization of the junior college is complicated further by the aspirations in certain quarters to extend this new unit upward to include also the two remaining years of our traditional four-year college. Where entertained this aspiration would be almost certain to emphasize the desire for separation. The impending reorganization of secondary and higher education in this country is not favorable to the establishment of traditional four-year colleges on public foundations, but instead leans toward the termination of the junior-college period as the conclusion of the period of general education, and the present third college year as typically the beginning of the period of advanced academic and professional specialization. Evidence at hand indicates that California is reflecting the influence of the same forces as are operative throughout the country.

#### *Important Factor in Higher Education*

The accelerated development of the junior college in the State should make it possible to effect reorganization of public secondary and higher education along these lines sooner than elsewhere. Of the almost 28,000 students enrolled in work on the level of the first two college years in 1926-27 in all institutions in the State almost a fourth (24.2 per cent) were enrolled in the public junior colleges (not including teachers' colleges). This is an increase from 4.2 per cent in 1919-20. It is apparent that the junior college must now be taken into account in planning the organization of higher education in the State.

Given the high degree of popularization of education on all secondary-school levels—junior high school, high school, and junior college—in the State, wide variation in ability and interest must also obtain. This wide variation in turn calls for a broadened curriculum. Analysis of the offerings in junior high schools of the State shows commendable progress toward enrichment. The offering in the seventh and eighth grades of unreorganized schools (that is, systems still operating on the 8-4 plan) is much more restricted. The logical recommendation is for the extension of junior high-school reorganization to areas in which it is not yet operative. As indicated above, this is characteristically not within city-school but within union high-school districts.

The curriculum situation on the high-school and senior high school level is much more conducive to recognizing the high degree of popularization referred to. This has been brought about in considerable part by the presence of the union high-school district which, as was pointed out above, has made for typically larger and stronger high schools than will be found in most other States. However, California is not without its small high schools. The existence of some of these, at least in view of their proximity to larger schools and facilities for transportation, might be difficult to justify. In these smaller schools the offering must be more restricted and therefore serve less well the needs of popularization.

#### *Faces a Difficult Curriculum Problem*

The junior college, in no small part because it has only recently joined the family of school units in our evolving educational system, faces a most difficult curriculum problem. Being a local public unit and in its essence an instrument of democratic education, it admits all high-school graduates, contrasting in this respect with most higher institutions of the State, which follow some selective basis of admission. The distribution of "college aptitude" is therefore much wider typically for students in junior colleges than for those in colleges and universities. At the same time these junior colleges have no other curriculum precedents than those provided by the typical higher institution whose curriculum was worked out with selected students and which look to service only to those students who continue beyond the junior-college level. Although junior-college authorities in the State are conscious of the problem and individual junior colleges are turning serious efforts to its solution, analysis of the junior college offering in the State as a whole shows that it is still largely unsolved.

#### *Transferred Students Do Well in University*

Before leaving the subject of students in junior colleges it is desirable to draw briefly on a study of the success of junior-college transfers to Stanford University reported by Dr. Walter C. Eells, in which he found that after the first quarter of residence these transferred students had an average scholarship measure superior to that of "native Stanford" students—that is, those whose first two years of residence had been at Stanford. It is clear, however, that these transfers from junior colleges are highly selected as compared with the great body of junior-college students.

The curriculum problems to which reference has been made and the evidence

touched relating to the wide variation in ability brought on by the high degree of popularization of education on all these secondary-school levels prompts mention of the need of a vigorous development in such a situation of programs of student personnel and guidance activities. During the progress of the survey a number of instances of constructive programs were encountered, but, as in other States, there is need of more general utilization of such means in the way of guidance as are at hand.

#### *The Teaching Staff*

As is rather generally known, standards of preparation and certification of teachers in California compare favorably with those in other States. Elevation of standards has in considerable part been made possible by a surplus of teachers on the various levels. This surplus in recent years may be illustrated by drawing on a comparison of teachers credentialed and vacancies filled in 1926-27, made by a member of the State department of education, Miss Ruth M. Eakin. Her study shows that the percentages which vacancies filled were of numbers of teachers available for the "general secondary," "special secondary," and "general junior high-school" credentials, respectively, were 45.5, 17.6, and 7.2. (1) The large surplus of teachers with special credentials (in "special" subjects), the requirements of which are lower than for the general credential, suggests further elevation of standards for teachers in these fields. (2) The small proportion of teachers with junior high-school credentials placed is explained by the applicability of the general secondary credential to junior high-school teaching. Most of the appointees to junior high-school positions hold the higher credential.

#### *Standards of Training Relatively Satisfactory*

The only serious question to be raised here is whether those holding the higher credential should be permitted to teach in junior high schools without submitting evidence that their programs of training have included recognition of the special problems of the junior high school. On the assumption that the general secondary credential usually represents five years of training beyond the high school and the junior high-school credential four years, the standards as to extent of training may, as compared with conditions in other States, be regarded as relatively satisfactory.

A special study was made of the staffs in the junior colleges, the data being gathered from 98 per cent of all junior-college teachers in the State. One of the many types of evidence gathered relates to advanced degrees held. It was found that 62.4 per cent of "academic" and 22 per

cent of "special" teachers held masters' as the highest degrees. Only 8 per cent of academic teachers held the doctor of philosophy degree. The situation as to degrees held is not flattering. However, a study of periods of graduate residence discloses a more favorable situation, since these are shown to be 2.3 and 2 years for men and women academic teachers and 1.2 and 1 year for men and women special teachers. It may be inferred that, by their periods of residence, teachers in junior colleges have been endeavoring to compensate for their inadequacies of preparation for this work. Space is not at hand for reporting additional data concerning junior-college teachers. The statement should nevertheless be made that there is need of mapping out and offering a training program for teachers on this level, a program that will take all desirable cognizance of teaching responsibilities of the junior-college staff on the high-school levels below. It is to be seriously doubted whether either the master's or doctor's degree will serve our purposes, since the preparation for the former is admittedly too brief and that for the latter over-stresses certain requirements that may in part unfit the candidate for junior-college teaching and at the same time under-stresses other qualifications.

#### *Financial Problems*

It may be said from evidence at hand that, as in other States, there are great variations in ability of districts to support secondary education on its various levels and that, also, as in other States, present bases of apportionment of State contributions do not adequately equalize the local burdens of school support. That many union high-school districts face acute financial problems is suggested by the large proportion whose local levies are at the present legal maximum. These problems are not peculiar to secondary schools, as is evidenced by the large proportion of elementary districts within the union high-school districts likewise levying the legal maximum. At the same time, a second large group of elementary districts make no local levy, which suggests that the State apportionment on this level fails adequately both to equalize local burdens or to stimulate local effort. While the program of aid to junior colleges is generous as compared with other States, there is no doubt of the need of studying the whole financial problem, in conjunction with the problem on the school levels below, with the aim of effecting a proper revision of the basis of apportionment and local support.

A definite impression derived by the writer from his visits to schools in the State, but even more from the bodies of data scrutinized while preparing the report of the survey, is that, although the domi-

nant problems disclosed often fall in the same general areas as is true elsewhere, they are somewhat peculiar to the stage of progress of secondary education in California; and this stage of progress is in a number of respects in advance of what is characteristic elsewhere. This inference may be drawn even from the foregoing brief presentation. The degree of popularization of education on the secondary level, with all its attendant problems, is higher.

#### *Union High Schools Obstruct Reorganization*

The union high-school district has hastened the arrival of the large and strong 4-year high school, but at the same time obstructs the advance of junior high-school reorganization, which has already captured most of the other educational strongholds of the State. Popularization and the advent of the large and strong high school has accelerated the development of the public junior college, which is now at a stage where it insists on an answer to the question of what is to be its logical and ultimate place in the organization of the system. The high degree of popularization just referred to requires an adaptation of the curriculum on the several levels, with the need even more urgent on the junior-college level than on the others.

With requirements for entering the teaching profession typically higher than elsewhere, issues in this field are somewhat advanced. Especially insistent for answer is the question of the proper preparation of teachers for junior-college work. Financial problems naturally reflect the problems in other areas of the total school situation. Without doubt California secondary education shares in the conventional problems of schools on the same levels in other States, but its advances in the respects listed are themselves provocative of new problems which are, for the time being, somewhat peculiar to this State. Solution of these new problems in California will assist in their solution when they emerge in other States.



James C. Burns, born in 1850, in Green County, Pa., began to teach at the age of 16, and is still teaching. In his 62 years of service he has been a country-school teacher, a private-school teacher, a village-school teacher, a superintendent of city schools at Monmouth and at Macomb, Ill., and a teacher in the State Normal School at Macomb, Ill.



Polish language is taught in the Hamtramck (Mich.) High School. Nearly 56 students have elected the course, for which two credits are allowed by the University of Michigan.

# Equal Library Privileges Provided for the Farm and for the City

*Public Library of Fort Wayne and Allen County Extends to Every Citizen the Same Opportunity to Enjoy Books. Gifted Story Teller Visits All the Schools of the County, and Her Visits Are Eagerly Anticipated. Diplomas are Awarded to Children for Reading in Vacation. Monthly Library Bulletin Is Sent to Every Teacher*

By BERTINE WESTON

*Public Library of Fort Wayne and Allen County, Ind.*

THE PUBLIC LIBRARY of Fort Wayne and Allen County strives to supply the people outside the city of Fort Wayne equally with those within the city with books which they may use and enjoy. The county department of the library is maintained by a levy made by the county commissioners for furnishing books and magazines to residents of Allen County. Its service is free in five distinct forms to all residents and property owners of the county.

It is the aim of the county department to extend to every child in the rural schools

the same privileges that are extended to the city children. At the beginning of each school year the teachers in the county are requested to report the number of pupils and grades in their schools and the nature of the books desired for home and for class-room use. In ordering books for the county schools the county department uses the Indiana State course of study as a basis, and after the grades and number of pupils in each school are known collections are made up with reference to the teachers' special requests. Each semester these books are changed, so that

twice a year each public school in the county receives two well-balanced collections of books, which average from one and a half to two books per pupil.

During the school year as many of the rural schools as possible are visited and stories are told to the children. It is a time of rejoicing when the children of a rural school see the library car drive up with the story-teller. In one school, Jefferson No. 9, the story-teller had promised that the next time she came she would tell them the story of "Raggylug." She made the promise on a visit in the spring



Children of the county schools look forward with eagerness to the "library hour."

when she had not time to tell the story, because she was due at one of the branches for the regular monthly story hour. This fall an out-of-town visitor wished to see some of the work done in the county schools and a special trip was made into

told also that they might win a "gold star diploma" by reading 20 books, but if they read only 10 they would receive the good books diploma, as usual. A total of 223 children received diplomas this fall when school opened, and of this number,



Children never tire of stories that the library assistant tells them

the county. The story-teller, who is the assistant in charge of schools, went with the county librarian on this trip. As the library car drove up in front of this school the children were at recess. Immediately there was silence and then the following breathless conversation was heard:

"No, it isn't."

"Well, it is. I guess I know."

"Anyway she isn't there—WHY SHE IS!"

And with a shout the youngsters gathered around the story-teller with the hesitant request for the promised story of "Raggylug." Eagerly they asked their teacher to begin school immediately, and before she could even ring the bell they were in their seats waiting for the story.

#### *A Boy's Ideal of a Perfect Day!*

At another school the story-teller one day told the children that she had rather a long story for them and asked them if they thought they could listen for 15 or 20 minutes. They all responded with a decided "yes," and then from one corner a boy burst out, "Why, I could sit here all day and listen to you tell stories."

Each summer the county children are invited to win a "good books diploma" from the public library by reading 10 books from the vacation reading lists prepared and distributed by the county department. This last summer very attractive lists were prepared in the form of a "treasure hunt," and clues were given that the children would find in their books as they read them. This year they were

The attractive make-up of the lists this summer, with the new and interesting hunt for clues, appealed to the children so much that many more than usual entered the contest and finished reading the number of books required for a diploma. When the gold star diplomas were given out there were many exclamations of joy and envy and many a firm determination to read 20 books next summer and win a gold star diploma also. At one school, after the diplomas had been given out, the teacher told the children that she could tell in the fall those boys and girls who had been reading during the summer because their school work was so much better. That night after school five boys and girls went to the deposit station located near and asked if they might begin reading on next summer's vacation lists right then.

#### *Library Instruction in High Schools*

Library instruction is given each year to the four high schools located in towns where there are county branches. The county branches are used as a laboratory for this instruction in the use of the library whenever possible. Instruction is given each semester to the first three years of high school. Freshmen study The Parts of the Book and the Use of the Catalogue and the Library; sophomores have, The Use of the Dictionary in two lessons; and juniors have, The Use of the Encyclopædia and the Atlas. The high schools are closely connected with the



Waynedale deposit collection is in the corner of a store

county branches and each branch has a high-school reference shelf and is well supplied with the books on the reading lists. The high-school reading lists are made up with the help of the county librarian and the school assistant.

This fall requests have come from the high-school principals of Woodburn and Monroeville schools to have the county department catalogue their own school library. This work is done as the time permits, the books are classified according to Dewey classification, and a catalogue of all the books will be made.

During the school year rural teachers are constantly using the branch libraries and the main library at Fort Wayne. The rural teachers are entitled to use any book in the entire library system. Often they telephone or send in written requests for special material or, as a great many prefer to do, they come in on Saturday and browse among the many books at the

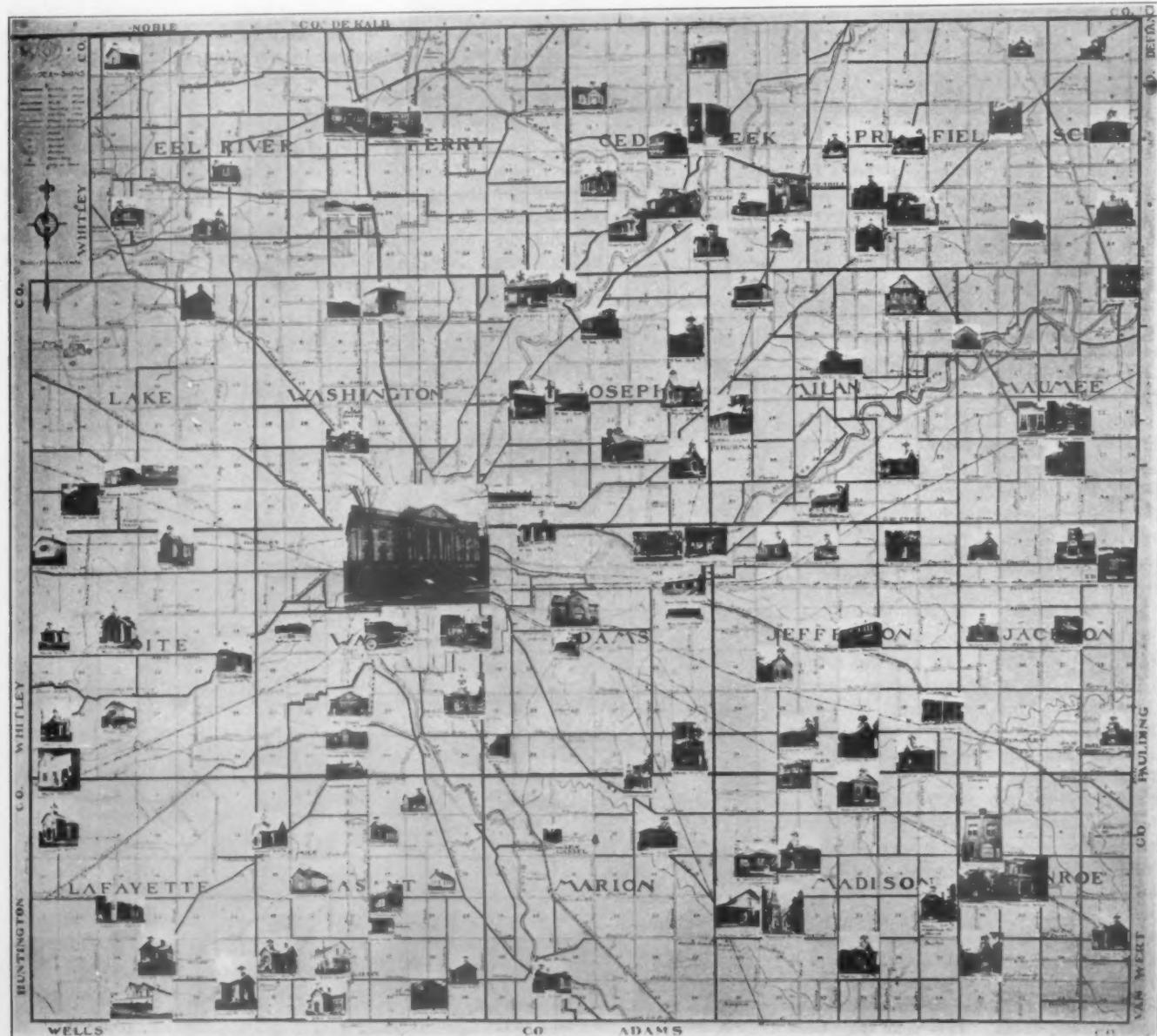
main library. Books are mailed out every day in answer to special requests that have come in from teachers and parents all over Allen County.

The public library issues a monthly book bulletin called "Library Leaves" that is mailed regularly to anyone requesting it. Each month every county teacher receives a copy. Not long ago two teachers from the rural districts came to the main library to choose some books, and seeing a copy of Library Leaves upon the desk remarked how much they enjoyed it and how they had missed receiving it this year. Upon inquiry, it was found that the copies for an entire school had been mailed each month to the principal for distribution and that it often happened that one or two teachers did not receive their copies. It was then decided to mail separately to each teacher in the county public schools a copy of Library Leaves each month.

There are a great many Lutheran and Catholic parochial schools in Allen County. Until this year only one or two of them had made any use of the service offered by the public library. This year school collections have been placed in many of the Lutheran and in a few more Catholic schools. The teachers in these schools, however, are making more use of the books in the branches and deposits and the children are reading more and more as they find books they enjoy. Many parochial-school children read in the vacation reading contest this summer and received diplomas.

It is hoped that in time every parochial child and teacher will accept the service given to their neighbors. More and more the county schools are realizing how much the library can help them in their work and in their recreation.

Four permanent branch libraries are maintained in Allen County—Harlan,



Branch libraries, deposit stations, and agencies serve every part of the county

Hunertown, New Haven, and Monroeville—each housed in a separate building erected on a lot presented to the library board by the town and community residents. Each branch is open at regular hours, under the supervision of Miss Margaret Winning, head of the county department, with an untrained local assistant in charge. In each branch is a growing collection of books with catalogue and reference aids. The county branches are closely connected with the main library and there are constant telephone requests for special material. A story hour is held in each branch every month and in three of them the children are sent to the story hour from the schools with their teachers. Many of the rural children come to school by bus, and special arrangements are made by which the children may be excused from lessons once a month to come to the library for stories.

#### *Book Displays Stimulate Interest*

Special exhibits of books are often arranged in the branch libraries and in the small towns where the branches are located. During book week in November a window display was arranged in each town where there is a county branch. This year the display was arranged around a map called "book lover's map of America," and brightly colored strings connected each book with either the place it was written about or the home of the author. All displays, holiday exhibits, and bulletins are arranged for and made at the main library.

Besides the four county branches, book collections have been placed in 17 neighborhoods. These deposits operate as small public libraries and are located in stores, post offices, filling stations, private homes, and other places convenient for the community. One deposit station is in the Farmer's Equity Exchange, a ramshackle building beside the railroad tracks. The book collections in the deposits vary from 100 to 600 books, according to the needs of the community. Each month an assistant from the county department visits each deposit station, takes a count of the circulation for the month, weeds out the books that have served their time in the community, and leaves a fresh supply of books to last until the following month.

#### *Contact Maintained With Communities*

These trips to the county deposits are full of interest and make a close contact between the county department and the communities they are serving. At one deposit visited this month the person in charge told about a little girl who regularly each week walks more than 5 miles to the library deposit to carry a basket of books back to her family. Another com-

munity has been so interested in reading Mother India and Son of Mother India that they pass the books from one neighbor to another, always telephoning the deposit so that a record can be kept of where the book is. At a deposit in a combination lumber yard and post office one man reads everything and is constantly asking for new books. Not long ago he was much interested in the story of Paul Bunyan, and when the circulation count was taken it was found that his enthusiasm for the book had made many other men interested in these tales of the Great Blue Ox. At the Tillman deposit, in a small country store, many people prefer to get their library books when they buy their groceries rather than get them from the branch library.

#### *Railroad Workers Are Great Readers*

In a little town named Edgerton only a small collection of books is placed in the combination post office and store, because there is not the demand for them. On one trip to change the books in the deposit the assistant found practically every book gone from the shelves and men standing around waiting for more. The explanation was a gang of railroad workers who had been laid off in this town because of bad weather and had found the deposit station with its books a more pleasant place to spend their time than in box cars. Unfortunately this boom in reading did not last, and after the railroad men left the deposit settled back into its quiet life.

The Woodburn deposit is now in the act of transition. It is nearer to a branch library than any of the other deposits. Until last year this deposit was housed in the town hall, but as the town jail was also housed here, it was not always a pleasant place for readers. Now it has a separate one-room store building and a more or less permanent collection of books.

#### *Obtain Books and Supplies Twice a Week*

The branches and deposits draw their readers from 10, 15, and 20 miles. Many of the people make a trip to town once or twice a week for supplies and stop to get their books as regularly as their supplies.

Reading lists and skilled guidance on the best books on specified subjects may be had from the county librarian. Reference questions come in not only from the branches and deposits but also from individuals. Unless the library car is going through the place from which a request comes, the books desired are mailed out in answer to every request or reference. Not long ago two fur farms were established in small towns in the county. Requests for books on this subject began to come in, so several fur books

were placed in the deposits near the farms to answer the demand. The county department thus tries to anticipate book demands as far as possible.

Many of the farmers come into Fort Wayne to sell their products on market three times a week and at this time visit the main library for the books they wish. Such a one is a man who has developed pansy growing as a hobby and comes in regularly every Saturday morning to borrow all the books he can find on this subject and other subjects of interest. A minister in a neighboring town, not near a large collection of books, plans to spend at least one-half day a week at the main library in order to keep in contact with the latest books. Clubs are constantly asking help in arranging and working out their programs. At the present time the Harlan Woman's Club is making a Christmas program and the county department is busy searching out the customs of other days and other lands for them.

#### *Coordinates All Library Interests*

One of the chief functions of a county library is to coordinate all the library interests in the county. The Allen County library service offers a service of particular value to every library patron in the county—namely, the privilege of borrowing books of unusual interest or on special subjects from the larger resources of the Fort Wayne Library. Any circulating volume in its collection may be borrowed, and will be delivered to the library or person requesting it. The same borrowers' cards are issued in the county as in the city and may be used with equal freedom. If there is not sufficient material on a given subject the library will call on the State library or other libraries for the information.

There are 192 agencies in Allen County serving the people. During the past year 122,685 books were loaned from these agencies and from the county department office at the main library. There are 6,742 registered borrowers in Allen County, and of this number 2,058 were added in the past year. The county department reaches all parts of the county, and is the connecting link between the main library and all parts of the county outside of Fort Wayne.



Read-a-book-together clubs are promoted by the Library Association of Portland, Oreg. Meetings are held at the library or in homes of members. The only restrictions are that a club shall have at least five members who are library borrowers, who register their names and addresses, and meet twice a month. Books used by clubs are loaned for a longer period than usual, and duplicate copies are available.

## State Superintendents Confer With Officers of Bureau of Education

A FRUITFUL CONFERENCE of the National Council of State Superintendents and Commissioners of Education was held in the Interior Department auditorium, Washington, December 11 and 12. The invitation for the conference was issued by Dr. John J. Tigert while he was still Commissioner of Education, and his plans were carried out with enthusiasm by L. A. Kalbach, Acting Commissioner, and members of the bureau's staff. Thirty-seven States were represented. A few State superintendents who were unable to be present sent their assistants, and some of the superintendents who came brought their statisticians or research workers, so that 50 persons were accredited as delegates.

### *Will Hold Similar Conferences Regularly*

Uniformity of statistics, a perennial topic in such conferences, was the foremost but not the only subject of discussion. School reports to State legislatures and to the people, types of school organization, and educational finance had a full share of attention. The discussions frequently took the aspect of an informal interchange of views upon all sorts of matters of mutual interest, and subjects of wide range were brought in. A few prepared papers were read, and several of the extemporaneous talks were comprehensive and well considered. Contributions by Superintendents Cooper, Cook, Keith, Samuelson, McConnell, Tidwell, and Assistant Superintendent Limp were especially noteworthy. Some of them will be printed in full or in abstract in future numbers of *SCHOOL LIFE*. Superintendents Harris and Butterfield were not present, but both sent papers which were read to the conference. The meeting was essentially a conference, however, and as a conference it was eminently satisfactory—many of the superintendents declared it was "as good a meeting as they had ever held." The general sentiment of satisfaction was expressed in a resolution that the body meet in Washington for a similar conference every alternate year.

### *Bureau's Representatives Closely Questioned*

Superintendent A. T. Allen, of North Carolina, president of the National Council of State Superintendents and Commissioners, presided. Five sessions were held. The first three were begun by a statement of the viewpoint of the Bureau of Education, presented by Acting Com-

missioner Kalbach, assisted by other members of the bureau's staff, especially Dr. Frank M. Phillips, Mrs. Katherine M. Cook, and Emery M. Foster. Then followed the expressions of the State superintendents and commissioners, with frequent questions put to the representatives of the Bureau of Education.

### *Historical Development ss. Uniform Terminology*

Diversity of terminology and of statistical practice in fundamental matters was declared to be an almost insuperable barrier to accuracy in national statistics of education. No generally accepted definitions exist even of such apparently simple terms as "a school," "a rural school," "a consolidated school," "a graded school," and a multitude of complications have come from the reorganization of secondary schools.

Superintendents Samuelson of Iowa, Blair of Illinois, Cooper of California, and others declared the boundary line between rural and urban communities, namely, 2,500 population, which the Bureau of the Census has established, does not apply satisfactorily to the conditions in their respective States. Superintendent Dempsey stated that the laws of Vermont grant certain aid to rural schools of one room, and in practice 1-room schools in the cities receive the aid because it is difficult to distinguish between them. Mr. Blair said that in Illinois 1-room schools are usually farm schools, but some of them are in mining districts, and even in the suburbs of Chicago there are many of them, though the patrons are urban in their occupation and habits. Superintendent Cooper stated that the City of Los Angeles contains more 1-room schools than the county of Los Angeles outside the city.

### *Kansas Communities are Ambitious*

Mr. Allen said that in Kansas cities of the third class are incorporated with from 125 to 2,000 inhabitants. Their schools are under the supervision of the county superintendents; but cities of the second class have from 2,000 to 15,000 inhabitants and their schools are administered by city superintendents independently of the counties in which they are located. Mr. McConnell explained that the Census Office definition could not possibly apply in Minnesota because many independent districts have fewer than 2,500 inhabitants. He said that the term "rural schools" is not used in Minnesota, and the effort there is to forget the distinction between urban and rural schools.

The difficulties described are well recognized in the Bureau of Education, and because of them it has not been possible in general to make hard and fast distinctions in the statistics. But the differences in rural and urban school organization and administration are real, and it is often a matter of practical importance to make the differentiation in border-line cases. A workable definition is, therefore, earnestly sought and though the discussions in the conference did not produce a definite result they were highly illuminating and tended to clarify the situation.

"Consolidated schools" as a statistical item is even more important than "rural schools," for rural schools may be profitably discussed without defining their boundary lines. The development of consolidation, with transportation of pupils to the school from distant homes undoubtedly constitutes the greatest advance in rural-school administration in this generation. It is highly important to record its progress. But the differences of terminology and of practice interpose serious obstacles.

### *Consolidation of Districts Without New Schools*

Superintendent Blair set forth the conditions in Illinois by saying that "consolidation" involves consolidation of districts, but often districts are consolidated—even as many as nine of them—without establishing an enlarged central school. Superintendent Marrs said that in Texas it is impossible to show how many schools are discontinued by consolidation because new schools always outnumber the consolidated ones. Superintendent Cooper stated that "consolidation" in California refers to a matter wholly different from the usual acceptation; but even if the California equivalent, namely, "union elementary school," be used the difference is relatively unimportant because in the California view the essential thing is grading, and consolidation does not necessarily affect that.

Other superintendents set forth the peculiarities of their respective States, all of which tended to create a feeling of hopelessness for the effort to find a thread of uniformity in the maze of diversity. But the fact remains that consolidation of rural schools is a definite thing of the utmost importance and the Bureau of Education must not fail to find a way to present statistics of its progress that convey a real meaning.

### *Bureau's Questionnaires Excite Comment*

The forms for the collection of statistics by the Bureau of Education from State departments of education were presented for the consideration of the conference, with a pamphlet describing the meaning of the several items and the

reports of committees of associations concerned with the preparation and organization of educational statistics. Lively discussion was precipitated, in which Superintendents Keith, Preston, Ford, Ranger, and Dempsey were prominent. Some of the details of the bureau's questionnaires were minutely analyzed, and once more the diversity of practice in the 48 States became apparent.

#### *Committee of Statisticians Created*

The representatives of the bureau earnestly declared that they sought simplicity and uniformity above all things, and urged that if possible agreement be reached that would result in comprehensiveness, accuracy, and promptness in the statistical output of the bureau. It became apparent that detailed discussion by the conference of all the items proposed for collection was not possible, and finally it was decided to constitute a committee of statisticians and research workers to consider the whole matter and to report at the Cleveland meeting in February. Chairman Allen will name the committee after mature consideration.

As a text for the discussion of educational finance an outline of a proposed investigation, prepared by Prof. Fletcher Harper Swift, was presented to the conference by Acting Commissioner Kalbach. He explained that the outline was prepared at the request of former Commissioner Tigert, who felt strongly that a nation-wide study of revenues for education and their apportionment should be made and that all classes of institutions should be included in it. Expressions of opinion were requested from the superintendents and commissioners in attendance.

#### *Desires Federal Appropriation for Education*

Mr. Foote, of Louisiana, presented a paper of Superintendent Harris, in which he advocated a Federal appropriation for education, to be expended solely by State officers. Superintendent McConnell approved the investigation proposed by Acting Commissioner Kalbach, stating that the Bureau of Education could render no greater service. He insisted that the investigation be made with an open mind, without a predetermined conclusion.

Mr. Keith, of Pennsylvania, approved the proposed study provided it be made a fact-finding investigation untainted with the suspicion of a preconceived idea. He discussed the details of the outline, and suggested the omission of certain features and the modification of others. He objected specifically to the inclusion of higher institutions and teachers retirement systems; and he opposed the suggested "formulation of an ideal system of school support in the light

of best current practice," because that savored of the foreordained conclusion to which objection had been made.

The session of the conference on the morning of December 12 was marked by a comprehensive presentation of the school system of Pennsylvania by Superintendent Keith and of that of Kansas by Superintendent Allen. Doctor Butterfield's paper on educational publicity was read by Mr. Pringle, and Superintendent Bond, of Mississippi, spoke at length of the three principal ways by which educational information is conveyed to the people of the State, namely, by pictures, speeches, and the press. "Better school week" is a valuable means of communication, and weekly letters from the State department of education to the press of the State have proved their worth in eight years of experience with them.

#### *Plans to Equalize Educational Opportunity*

Dr. A. B. Meredith and Dr. A. S. Cook were the principal speakers of the afternoon meeting of December 12. Doctor Meredith set forth the Connecticut plan of equalizing the burden of school support and of providing equal educational opportunity for all the children of the State, which was devised by a commission appointed in 1923. Doctor Cook described the Maryland plan of financing schools and described its efficacy in equalizing opportunity throughout the several counties.

A dinner given at the tea house of Grace Dodge Hotel, at which the regular program prepared for the evening was followed, increased the feeling of solidarity among the delegates. The speakers were Supt. R. E. Tidwell, of Alabama, who outlined the plan recently adopted for securing and distributing an increased equalizing fund in his State; Supt. Francis G. Blair, of Illinois, and Commissioner J. M. McConnell, of Minnesota, both of whom discussed possible economies in present practice in the school finance program. At the close of the discussion several guests including Supt. Frank W. Ballou, Secretary J. C. Crabtree, of the National Education Association, and Secretary Shankland, of the department of superintendence, were introduced and expressed their felicitations to the officers upon the success of the meeting.



A series of lectures presenting a general and well-rounded picture of education in the United States will be given this year in Teachers College, Columbia University, New York. The 18 lecturers, all men of outstanding prominence in their special fields of education, include 9 professors in Teachers College, the president of the university, and representatives of higher institutions in 6 States.

#### **Bureau Inaugurates Research Information Service**

The research information service of the Bureau of Education was inaugurated in 1927 to assist research agencies and students to avoid wasted effort and duplication in educational studies. When the service was started letters were sent to all higher educational institutions and other agencies engaged in research in education, soliciting their cooperation. The responses received indicated clearly the need for such a service and willingness to cooperate.

During the past year the machinery for carrying on the work was put into operation. The first step was the compilation of a list of all organizations engaged in educational research. Letters were then addressed to them to obtain reports on all research work recently completed or in progress under their supervision. Cards for reporting such information were forwarded upon request. By March, 1928, 800 cards describing studies in progress had been returned to this office. The cards were assembled according to subject, and the first list of studies in progress was issued in mimeographed form in March, 1928. One hundred and forty-two institutions were represented. Twenty-five hundred copies of this list were issued and distributed. In May, 1928, a supplementary list of in progress studies, representing 58 institutions, was issued and distributed to 1,500 institutions.

In the meantime a classified card list of completed studies for 1926-27 was prepared. This material has been sent to the printer and is expected to be ready for circulation early in 1929. It will include 1,540 titles, representing 255 institutions and organizations.

Material for the bibliography of research studies in education completed between July, 1927, and June, 1928, is now in preparation. A letter requesting data for this list to be furnished not later than January 1, 1929, was sent to all educational research agencies during November. The response has been most gratifying, and already 1,500 cards have been received. Immediately after the first of the year it is expected to prepare this material for printing.

In addition to the list of completed studies, the Bureau of Education maintains a classified list of research studies in education which are in progress, and material for this list is requested. Printed cards for reporting research studies completed and those in progress may be obtained from the Commissioner of Education, Washington, D.C.—Edith A. Wright.



Thirteen blind candidates have received degrees from the University of Chicago, eight with honors.

# SCHOOL LIFE

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INTERIOR, BUREAU OF EDUCATION

*Editor* - - - - - JAMES C. BOYKIN

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JANUARY, 1929

## State Supervision a Leading Factor in Progress

A NEW DEPARTURE in conferences of the chief State school officers of the United States was established by the National Council of State Superintendents and Commissioners of Education when a meeting was called at Washington, D. C., in the auditorium of the Interior Building, December 11 and 12. Beside being significant in its deliberations, the meeting was unique in at least two ways: First, by definite and unanimous action it established the practice of holding annual council meetings separate and apart from the large general education meetings of the department of superintendence and the regular summer sessions of the National Education Association with which former meetings have been associated. This action gives to the important officers represented an opportunity for concentrated discussion of their special problems free from the more or less distracting influences which inevitably prevail at the larger meetings. Second, it initiated a program for the future of holding segregated conferences annually with biennial meetings at Washington, D. C., the off year meetings to be held at places to be selected from year to year.

The 1928 conference was in a large sense a joint conference of the council and the staff of the Bureau of Education. It was arranged by the president of the council, Supt. A. T. Allen, of North Carolina, in cooperation with and at the invitation of the Commissioner of Education. One of its chief purposes was to discuss problems common to the State departments of education in the United States and the Bureau of Education and means of improving their cooperative official relationships.

The Council of State Superintendents and Commissioners of Education grew out of more or less informal meetings of State chief school officers which had been held for a number of years in connection with the annual meetings of the department of superintendence. Throughout the early history of the department, preceding and

up to about 1910, there had been a round table of State and county superintendents held annually but no regularly organized group meetings of chief State school officers as such. In February, 1908, Dr. Elmer Ellsworth Brown, then Commissioner of Education, invited the chief State school officers to meet with him to consider topics of special interest to the Bureau of Education and the several State education departments. The meeting was held in Washington and was related in character to the great meeting of governors of the States held at the White House 10 weeks later. It revealed on the part of the State education offices a strong disposition to strengthen the national office of education and clarified the aim of the national office to accomplish its work through rendering assistance to the State offices. Following this meeting it became the practice of the chief State school officers to meet annually at the regular winter meeting, usually at the call of the Commissioner of Education. An annual dinner was one feature of these occasions. The meetings proved so stimulating and beneficial that in 1920 the group decided on a more formal organization and a change of name. The Council of State Superintendents and Commissioners of Education was the result. Of recent years two meetings are held annually, one in connection with the department of superintendence at the winter meeting, and one in connection with the regular summer meetings of the National Education Association.

Two causes influenced the new departure materially: The increasing importance of nation-wide educational statistics for which the Bureau of Education and the State departments of education co-operatively are primarily responsible, and the ever-increasing complexity and importance of the job of running a State education office.

The importance of and the almost insurmountable difficulties involved in compiling promptly comparable, complete, and accurate statistical information from all the States were referred to by the acting commissioner in his address at the Washington meeting. Around these topics the discussions of the first conference called by Doctor Brown centered. They have been the subject of serious consideration by succeeding commissioners. During the administration of Dr. John J. Tigert as Commissioner of Education a special effort was made to expedite the collection and compilation of the nation-wide statistics which ever since its organization the Bureau of Education has collected and distributed. That each of the several States has voluntarily year after year furnished State-wide statistical information, often involving large outlay of time, and

with a totally inadequate staff, is in itself a tribute to the high professional spirit and devotion to the cause of public education of the officials in charge. With the newly developing status of education as a science and the growing modern practice of using statistical information as bases for all types of improved educational practices the task of collecting and compiling current statistics adequate to meet the growing needs of scientific students of education is of increasing moment.

It is well known to all students of school administration that in our several States we speak in different languages. Until we have a uniform terminology or one that at least approaches uniformity, the problem of acquiring complete and accurate nation-wide educational statistics will remain unsolved. As Mr. R. E. Chadwick says in his recent book, *Principles and Methods of Statistics*:

*"State lines in the United States prove to be a serious obstacle in the development of comparable statistics.—Each State and locality has been to a great extent independent in the classification and presentation of essential social and economic data. The need is for agreement and for cooperation between statistical organizations in the several States on fundamental facts to be collected, on methods of gathering and analysis, and on the forms for presentation. The problem is largely one of uniform classification."*

State departments of education more and more are meeting it with the establishment of statistical and research divisions or the addition of trained statisticians to the staff. The Bureau of Education has aimed to meet the situation by enlarging and improving its statistical staff, particularly through the employment of field statisticians. These staff members not only familiarize themselves with administrative conditions in the States in their assigned territory but are often able to give some assistance in the compilation and interpretation of data within the State itself, thus facilitating its preparation for the Bureau of Education forms and summaries. The most recent and a significant effort to improve the statistical situation was through the appointment of committees by the department of superintendence and several other organizations interested in work in cooperation with the Commissioner of Education in revising and improving all types of educational statistics. The result of the work of these committees is in part embodied in a new form prepared by the Bureau of Education for the collection of State educational statistics, which was presented to the several State departments for the first time this year. This form was the immediate incentive of the conference discussion on this subject.

The task confronting the Bureau of Education and the several State departments is a large one, yet the difficulties are not insurmountable. This was apparent in the attitude of the chief State school officers as expressed by Superintendent Blair, of Illinois; Commissioner Dempsey, of Vermont; and others, to the effect that a terminology, whether agreed upon by the State officers themselves at this conference or later or set up by the Bureau of Education, would be followed by the different States. The traditional and historic significance of many terms now in use in the several States is fully recognized. Legal terms, too, have been established in many States as a basis for the distribution of funds and other official functions. Yet with the manifest disposition to furnish comparable data even if two sets of forms must be used (as will be essential at least temporarily in some States) and as a result of the appointment of a committee of specialists in educational statistics now employed in State departments to study plans of procedure with the Bureau of Education, one can not but feel that the problem of securing comparable nationwide data seems at last started on its way to a satisfactory solution.

In addition to the discussion of nationwide statistics the conference took up the no less pressing problems concerned with the clearing of general educational information through the State departments of education and the Bureau of Education. Indeed, this is but a phase of the larger question of collecting information, statistical and otherwise.

The program for the second day of the conference was given over largely to the discussion of new demands made by the manifold responsibilities directly concerned with the administration of State departments of education. In spite of differences in administrative organization and in terminology among the States, the chief State school officers have much in common—common problems, common responsibilities, and common ideals concerning public education. The growing realization of this homogeneity is in itself sufficient justification for holding special meetings of chief State school officers. The several State departments of public instruction have evolved in recent years from offices largely business and clerical in their nature to strictly professional ones commanding the prestige and status of the presidency of State higher institutions of learning or the superintendency of large city school systems.

The story of this evolution has not yet been adequately told. When it is, it will make one of the most interesting and momentous chapters in our educational history. Studies going back approximately 35 years show a definite and con-

certed trend toward the centralizing of educational functions and the building up of a professional staff comprehensive enough to cover the entire field of educational specialization within State departments of education. The movement has naturally advanced more rapidly in some States than in others; but it is noteworthy that growth in staff members and in the corresponding number and types of educational functions has been simultaneous and proportional.

Between 1890 and 1925 State boards of education were reorganized or new organizations were set up in 32 States—in general, with a tendency to eliminate political considerations and build up professional ones. The increase in staff membership from 1915 to 1920, apparently the period of greatest expansion, was 844 per cent; from 1920 to 1925, 300 per cent. The total number of staff members in all States grew from 129 in 1890 to nearly 1,900 in 1925, and is still going strong. Salaries, too, have improved, probably with at least as intelligent consistency as in other lines of educational endeavor during the period.

Size of staff and salaries are of course inadequate measures of professional progress in the State administration of education. Functions assumed and administrative efficiency are the real tests. These are the aspects whose story is yet to be written. Yet certain manifestations of figures alone are unmistakable. Exclusive of State superintendents and commissioners of education the total staff membership of State education departments in the United States in 1890 numbered 85, an average of 2 per State. Apparently tasks were few and simple; 60 of the staff members reported were designated as clerks, stenographers, clerical assistants, and porters, or messengers. Of the remaining 25, 11 were deputy or assistant superintendents; the other 14 were chief clerks, attendance or supervising agents, or inspectors. Six of the 14 were supervising agents in one State—Massachusetts. The new titles becoming increasingly common by which State education staff members are now designated, such as supervisors of elementary, secondary, and rural education; of special subjects, especially vocational; as chiefs or directors of certification and placement; of research; of attendance; of child welfare; and the like indicate the substantial change in responsibilities and functions and the trend toward professionalization and educational leadership.

With this evolution there have come, state-wide in character, large administrative problems of school finance, of organization, of instruction—in fact, all of the problems involved in all types of educational administrative units, which must

be met in cumulative form and magnitude in State education offices. The new departure in annual and segregated meetings promises momentous results. It is another manifestation of the new day which has dawned in education and of the growing realization that in the full development of its promise the chief State education officers hold strategic positions.—K. M. C.

## History Syllabus Sets Forth Man's Whole Life

A tentative syllabus in history for grades 4 to 8, which is thought in some respects to blaze a new trail in the study of history, has been published by the New York State Education Department, and has been distributed to superintendents of schools. In the syllabus the continuity of history is emphasized and the development of the present from the past is traced. The whole life of man is set forth—not merely his political and military achievements. Material for the eighth grade is devoted to the study of history since the Civil War, with values shifted from wars to the cultural thread of development of civilized society. The aim is to promote in the pupil an understanding of the present from knowledge of the past, appreciation of the operation of cause and effect, and interpretation of the contributions of the past in culture, institutions, and social procedure, to the end that conditions in the present social order may be improved and a spirit of tolerance and good will engendered toward peoples in other lands. The syllabus is the work of school men and women actively engaged in teaching in public schools and higher institutions of New York, in cooperation with representatives of the State Education Department.



## New City School for Crippled Children

Sunshine School in San Francisco is a special school for orthopedic cases. Started by the San Francisco Rotary Club three years ago, it was later taken over by the city school department and is now an integral part of the school system. The 40 children cover the eight elementary grades, together with special handwork. A régime of rest, diet, exercise, and sunshine is maintained. Children of subnormal mentality are not accepted. The school is housed in new buildings, modest and inexpensive, but well planned for their specific purpose. The best resources of modern science here serve unfortunate crippled children and fill their lives with the sunshine of hope and progress.—*Sierra Educational News*.

## "Chastest Poet and the Royalest" Was Born 2,000 Years Ago

*Vergil's Birthday to be Widely Celebrated Under Leadership of American Classical League. He has been Reverenced and Loved by Every Generation. Gems from his Writings are Constantly Quoted*

By MILDRED DEAN

Chairman of Committee on Vergilian Reading

**C**ENTENNIAL CELEBRATIONS for famous people have become common. We have celebrated the centenary of Beethoven and Schubert, the tercentenary of Shakespeare, the six hundredth anniversary of Dante. But never before have we celebrated a two-thousandth anniversary, for most of the events of 2,000 years ago have faded into equality in the perspective of time. Yet our generation is to have the privilege of such a celebration, for there is one event of those days so long ago which stands out with a brilliance undimmed through the ages.

On October 15, 70 B. C., Publius Vergilius Maro, "the chaste poet and the royalest," in Francis Bacon's words, was born in northern Italy. His reputation is almost unique in literary history, for he was equally popular with his own and succeeding generations. His contemporaries gave him unstinted admiration, acclaiming him the great interpreter of the Roman character, and following ages have looked upon him with equal reverence and love. Never have his works been relegated to a second place; never has the world failed to accord him the highest honors.

He "bridges the gap between antiquity and later ages in the world's history, and between paganism and Christianity." Tenderness and pity, virtues almost unknown to the heathen world, were his most striking qualities. Indeed his sympathy toward the sufferings of Queen Dido, whose sad story fills the fourth book of his great epic, has gained for that book the title of "The first modern tragedy."

During the Dark Ages Vergil was regarded with such devotion that one of the church fathers felt it wrong to read him so persistently and apologized for doing so. It is perfectly evident to any reader of medieval writings that a far greater impression was

made on priestly brains by Æneas's descent into Hades than by the Revelation of John. People came to regard the *Aeneid* with superstitious awe, so that the custom spread widely of opening the book at random to get from a chance verse some prophecy of the future. The unfortunate Charles I, just before his trial, consulted the Vergilian Lots, hoping thus to get some encouragement for his ebbing fortunes; but he came to an ominous line whose gloomy prediction was soon fulfilled.

Many other lines of Vergil's poetry have historic associations with people who were deeply influenced by them. There is a line that rang in Savonarola's head before he called his gay city Florence to repentance.

Another line was quoted by Dante in his *Paradiso* as being uttered by the

Church Triumphant. Another couplet always called tears from the eyes of Fénelon, the great French statesman. "I fear the Greeks even when they are bearing gifts" has been quoted in the original Latin in our own Congress on occasion.

### All Nations Will Offer Tribute

The modern world has not ceased to study and to admire the poet. And so it comes about that all nations are purposing to join in offering tributes to his memory on the two-thousandth anniversary of his birth in 1930. In our own land the American Classical League has organized a national committee under the leadership of Dean Anna P. MacVay, of the Wadleigh High School, New York City, and is inspiring activities in every field of life. Poets and writers will vie with each other in honoring his memory by creative work; musicians are planning special programs; lecturers have material ready; theatrical managers and moving picture producers are to present representations of his work; schools and colleges will foster special study of his works and will organize competitions in his honor; clubs, libraries, museums, art galleries will participate, each with its own kind of program; and the general public will be invited to enjoy all and to take part if practicable.

These are specific examples of the efforts that have been reported: Mrs. Alice Coyle Torbett has already written a pageant of the life of Vergil; Mr. and Mrs. Charles Rand Kennedy intend to write a play; Dr. Henry Van Dyke is considering a story about Camilla, the warrior maiden of the Italian wars of Æneas; Dr. Walter Damrosch is planning a special musical commemorative program.

It is illuminating to read a mere list of the committees, of which there are 30, in the following groups: Finance and patrons; publicity through lectures, newspapers, magazines, radio, posters, post cards, and bulletins; cooperation with classical organizations and non-classical organizations, the National Education Association, the United States Bureau of Education; affiliation with like movements in other countries; promoting Vergilian courses in colleges and high schools; private reading and reading circles; publishing books, bibliographies, and lists of illustrative material; celebrations in cities, clubs, colleges, and schools;



preparation of programs for celebrations including pageants, plays and scenarios; commemorative medals, plaques, and bookplates; awarding prizes; pilgrimages to places made famous by Vergil.

The advisory committee has on it such prominent persons as Prof. Clifford H. Moore, of Harvard University; Dr. John H. Finley, of the New York Times; President Fairfax Harrison, of the Southern Railroad; Prof. Paul Shorey, of Chicago University; and Dr. Henry Van Dyke, of Princeton University.

While creative artists and distinguished literati of to-day are bringing their notable tributes to the great poet's memory, an offering may be made by every lover of world literature. It is the offering the poet himself would ask, if he could speak to us—the reading of his books. Those of us who are familiar with Latin should by all means read the original. Those who have forgotten all their Latin, or who never had any, can use some of the many beautiful translations that are available. The committee on Vergilian reading is asking people to join together to form circles, or to read alone if they can not make connection with a circle. There is to be a State chairman for every State. Many of them are serving ably already, but some States are still without leaders. The State chairmen will be glad to receive information about the formation of circles, their times of meetings, their arrangements for the regular progress of work, the numbers of members, etc.

#### *List of Appropriate Books in Preparation*

A book list is in preparation containing information about (1) texts which can be readily procured; (2) life of the poet, together with critical studies of his works; (3) translations of literary merit. This list is appearing in the January issue of Latin Notes, the publication of the service bureau for classical teachers, which is maintained by the Classical League. The list will probably be reprinted later for wider distribution, but just how it will be spread abroad has not yet been determined by the national committee. State chairmen, however, will be the first to be informed how it may be obtained, and they will be glad to spread the news.

At the end of this long pilgrimage of the spirit, there must be some souvenir to commemorate our tribute. We are planning a bookplate to be pasted in the front of our Vergil texts. Those who enter the great army and read again their beloved poet's lines will ask the committee to send them this beautiful memento. We shall have to pay a small sum to cover the cost of its making, but that will be as little as possible. Its cost will be the persistence necessary to do what its possession commemorates, and

## French Department Provides Systematic Vocational Guidance

*Counsel Given by Professional Offices, Supported Largely by Department of Seine Inférieure and French Government. Physical Examinations Disclose Many Unsuspected Defects. Professional Centers Apparently Cooperate with Schools*

By RUDOLPH J. BLAIS

*United States Vice Consul, Havre, France*

"PROFESSIONAL OFFICES" in the Department of the Seine Inférieure, France, have for their object the guiding of children in their choice of work in future life, which will not be incompatible with their physical condition and will assure a regular livelihood. Four principal professional offices exist in this Department—namely, at Havre, Rouen, Dieppe, and Elbeuf. The professional offices at Havre and at Rouen are maintained to aid both boys and girls, but those at Dieppe and Elbeuf are solely for boys. It is thought, however, that in the near future both these centers will be able to assist girls as well. Elbeuf is a great industrial center, particularly because of the woolen-cloth industry.

The families of the children are more and more brought to understand the advantages offered by such a service, for it effectively aids the children in their choice of the work. Children who apply at the professional offices for aid and guidance are almost always accompanied by their parents, who seem pleased with the system.

It has come to light during the course of the physical examination of the children that many of them are afflicted with defects which only a minute examination will reveal. After finding such defects the professional commission is in a good position to advise the parents where to obtain the best medical attention according to the illness or physical defect.

Although the system is at present functioning very well there is much room for improvement. New professional offices are needed. The four principal ones—

Official report to the Secretary of State.

its possession will be the tangible evidence of increased riches of the spirit.

A tentative sketch of the bookplate is printed on the opposite page. The artist asks for suggestions, and all of us are free to tell what motto, what change in grouping, or what other symbols we should like to see in the design. Suggestions for these changes, as well as requests for information about State chairmen, should be addressed to the chairman of the committee on Vergilian reading, Miss Mildred Dean, 2404 Wisconsin Avenue, Washington, D. C.

namely, at Rouen, Havre, Dieppe, and Elbeuf—have other centers under their direct supervision. The Rouen professional office, for example, in 1920 had 9 offices under its supervision, but now controls 20. Great industrial firms have also created industrial school centers at their mills for the apprenticeship of prospective cloth weavers. Therefore there are in the Department of the Seine Inférieure alone 42 professional schools or centers, 38 of which are subsidized by the State. There are also 9 industrial manufacturing firms which maintain professional schools in conjunction with their factories.

For the period 1922 to 1927 there was an increase in the number of school pupils professionally aided of 2,448. The total expenses during these five years increased by 387,011 francs (\$15,161). The subsidy allowed by the Department of the Seine Inférieure increased by 18,700 francs (\$730) and the State subsidy increased 124,160 francs (\$4,850). One dollar equals 25.60 francs.

The various professional centers have granted diplomas to 105 pupils in 1922, 179 in 1924, 232 in 1925, 320 in 1926, and 343 in 1927. During 1927-28, 124 scholarships were awarded as follows: 60 for the first year's apprenticeship, 43 for the second year, and 21 for the third year.

A large percentage of the scholarships are reserved for the rural workers because the Department of the Seine Inférieure is mainly agricultural and its agricultural section is anxious to keep young men on farms. Special courses have been inaugurated for the rural workers which are adapted to the temperament and intelligence of the individual pupil. Furthermore, in order to encourage agricultural apprentices special prizes of 500 francs (\$20) are offered each year to the best rural workers.

In order to successfully operate the plan in this Department an apprentice tax must be levied because the State and departmental subsidies are not sufficient to cover all expenses. The apprentice tax collected in the Department of the Seine Inférieure during the calendar year 1927 was 1,536,395 francs. The number of pupils declared in that year was 4,098; 946 of them requested exoneration from the apprentice tax, and the request was granted to 797.

# The Teacher, the Parent, and Experiences that Affect Development

*Every Citizen Who is Concerned with Human Welfare is Interested in Educational Agencies. Education is a Continuous Process, Going On in School and Out; and Intelligent Control Must be Exercised Over the Many Experiences of Childhood. Making the Program of the Parent-Teacher Association is a Vital Matter*

By JULIAN E. BUTTERWORTH

*Cornell University*

**I**F I AM a normal parent I am vitally concerned with all matters affecting the development of my child that will enable him to lead a happy, useful life in our modern society. If I am a public-spirited citizen, even though not a parent, I have a similar regard concerning all children—though doubtless one that is less personal and intense than would be the case had I children of my own—because of my interest in human welfare. It follows, therefore, that I am particularly interested in the school and similar agencies that directly influence this development.

## *Desirable Experiences Outside the School*

When the child goes to school he finds an arrangement of subjects set up to provide experiences that are considered desirable for directing his development—reading, writing, arithmetic, and geography, and, in the higher grades, Latin, algebra, and physics. But while he is studying these subjects he is also getting other useful experiences; he plays ball on the school grounds and gets physical exercise; he learns to play in accordance with certain rules; he comes in contact with his fellows and modifies his conduct accordingly. Similarly, he gets useful experiences in the school orchestra, in the dramatic club or debating society, or on the school paper. Once we called such activities extracurricular as contrasted with the curricular offerings that included the various subjects. Now we are coming to distinguish between class and extra-class activities, recognizing that all are curricular in the sense of including experiences that affect pupil development.

So also the pupil has many experiences outside the school. He reads the newspaper; he goes to the picture show; he attends a dance; he runs errands on Saturdays to make some pocket money; he has the responsibility of keeping the furnace at home. All these experiences influence his development—in some cases perhaps even more than certain experiences in the

school. Logically these experiences might be called a part of the curriculum just as extraclass activities have been made a part of it. Probably, however, it would lead to confusion in our thinking if we were at present to extend so far the meaning of the term. Be that as it may, it is essential that the importance of these experiences be recognized. We must see that education is a continuous process going on in school and out, and we must endeavor to develop to the utmost intelligent control of these many experiences.

And it is just here that the need for teacher and parent cooperation shows itself most significantly. A mother can not develop a habit of neatness in the child if she rigidly demands immaculateness in person and dress on one day and permits sloppiness in either on the next. She must see to it that neatness is practiced until the ideal is definitely set up and until being neat has become a habit. She must, in other words, know the laws of habit formation. The parent who would teach emotional self-control must practice it in the child's presence and must understand something of the psychology of emotion. If the father would be a wise parent, he must understand the basic law of self-activity. Wherever possible he should encourage the boy to make his tie rack, his bow and arrow, or his radio. Such an experience under guidance brings not only development, but a keen sense of achievement that stimulates the boy to further activity.

## *Parents' Responsibilities Loom Large*

Now these and other educational principles must be learned in some way, and the parent-teacher association is one of the most helpful organizations for stimulating an interest in such learning and for providing the ways and the means of making it possible. Of course, parents have other obligations than those to their children; they should be good neighbors and good citizens by being self-supporting, by participating in community activities, by securing recreation of the right kind in reasonable degree, and the like. They also have other obligations to their children than the educational;

they must provide clothes and food and a healthy environment. But the educational responsibilities loom large.

At the same time the teacher can do her best work only when she understands the out-of-school environment of the child. This has become such a commonplace idea that elaboration is not necessary here.

A properly developed child is our ultimate aim. The curriculum includes the experiences in school by which the desired development is secured. The school has primary responsibility for this curriculum. The parent is providing a sort of extra-school "curriculum" for the child and acting as teacher of that curriculum. School and parent must work together toward the common aim, but while cooperating each must respect the other's field.

## *Duties of Parent-Teacher Association*

Elsewhere (*The Parent-Teacher Association and Its Work*. The Macmillan Co., 60 Fifth Avenue, New York City) I have attempted an analysis of what the school is expected to do in our modern society, and what the parent-teacher association should and should not do. There is not space here to report the process of reasoning followed in that analysis nor to give more than two of the six objectives suggested for parent-teacher associations as a result of it. The first of these objectives is "to give members an understanding of the purposes and methods of the school." The second is "to teach members to apply educational objectives and methods to the out-of-school environment." The first aims to learn what ought to be done; the second to apply that knowledge to the problems of child development found in the home. Obviously the second can not be done intelligently until the first gives proper guidance.

Whether or not the reasoning employed in this analysis is sound or the conclusions justified, it seems fairly clear that the parent-teacher association must be a critical student of its own activities. It must be alert to educational needs. It can not continue performing an activity

merely because it has always been done or because everybody else is doing it. It is easy for an organization to get so involved in activities that are interesting or habitual that the significance of those activities is lost sight of. It is not merely a question of doing something, but of doing that which will give the wisest expenditure of available energy. To put on a big supper in order to raise money to buy equipment for the new auditorium may under certain conditions be worth while. But if such activities dominate the organization, it must neglect other problems that bear more directly and intimately upon the child's educational welfare.

#### *Let All Members Participate in Discussions*

Hence the making of the year's program becomes a vital matter. If the program is not related to the educational problems that parents are facing, it is likely to be of as little interest as is a school curriculum unrelated to the child's problems of living. If the program is made up largely of lectures or talks in which the audience is passive, we may expect very much the same lack of response as where the teacher does the work and the class listens. If programs are prepared at the last minute, and whatever talent is available is used, the results are likely to be comparable to employing as a substitute teacher a person most available and permitting her to teach whatever interests her most. Wise "curriculum" planning for a parent-teacher association—for the programs and other activities are in fact the curriculum of the organization—calls for the selection of materials dealing with problems that are vital to parents and the presentation of those materials in an effective way. There should be just as good teaching for adults in the parent-teacher association as there is for children in the schoolroom. Fewer formal talks and more reports and discussions on significant projects in which all may join is one way of keeping the group interested.

#### *Definite Study of Program Making*

Because this problem of program making is so vital to parent-teacher work it is made the topic for the fourth institute for parent-teacher leaders to be held at Cornell University in May, 1929. The chairman of institutes for the New York State Congress, Mrs. Caroline E. Hosmer, is urging each local association that expects to send a delegate to make a careful study of at least one of the educational problems that its members face. We have asked that for the coming year those problems relating to the wise use of leisure hours be emphasized. If one of the major problems along this line is the general reading of children and young people, the association may be expected to

define the problem more clearly by getting facts on such questions as what books and periodicals are available to school children in home, school, and public libraries; whether these are suited to their needs; how much general reading children do; what they do read, etc.

#### *Five Days' Study of Basic Problems*

These data will reveal certain problems in which parents and others should be greatly interested. The programs for at least a part of the year may be organized about them, and some committee activities will naturally be directed to getting improved conditions. During the week of the Cornell institute failures and successes in program making of this type will be discussed, and an attempt will be made to show exactly what is and what is not the function of a parent-teacher association in connection with such problems. Finally, it will be shown how the work of the association may be forwarded through a wisely planned program of publicity. The whole institute will, in short, be a project study for five days of a basic problem in parent-teacher work.

I give these details regarding the Cornell institute to illustrate one conception of scientific program making for a parent-teacher association. Personally, I believe that as such methods are used for locating and solving the educational problems of the parents, the work of the organization will be vivified. We should not forget that parent-teacher work finds its beginning in seeking the wise control of the experiences of children and young people.

#### *Virginia Gives More Attention to Libraries*

An increase of 50 per cent in the annual State appropriation for the purchase of school libraries was made by the last General Assembly of Virginia. It is expected that school library books to the value of \$60,000 will be purchased in each of the next two years. The plan of the State board of education to buy all books from publishers at wholesale rates has resulted in the saving of approximately \$32,000 in five years. Last year 998 unit libraries were purchased for schools in 108 counties and cities at a cost of \$43,157. The State supervisor of school libraries reports that public school libraries in Virginia contained on June 30, 1928, 777,738 books. Accredited high schools have been divided by the State board of education into four groups according to enrollment, and specific standards have been set up for each group concerning the number and kind of books and equipment to be supplied, duties of the librarian, and the local cooperation demanded. First-year pupils in all accredited high schools have 12 lessons in use of the library.

#### **Study Groups Admitted to Harvard Observatory**

An opportunity to take part in scientific astronomical observation through the organization of study groups is offered by Harvard University to persons seriously interested in astronomy. This is an outgrowth of two series of "open nights" in the observatory, one for Cambridge school children and one for the public generally, which have been conducted under the auspices of the Bond Astronomical Club, an organization associated with the observatory. Last year more than 1,000 children from the seventh and eighth grades of Cambridge public schools visited the observatory. The study groups will be directed by members of the university staff, and will meet on two or three evenings a month. They will enable interested persons not only to develop a scientific hobby but to do practical scientific investigation. Members will be given access to Harvard's great collection of stellar photographs, and will have an opportunity to study the variations and nature of the reddish stars, which are believed to stand at the very dawn of stellar evolution. The subject of study for November was "shooting stars."

#### *High-school Credit for Nurse Training*

To enable a young woman to become a graduate nurse and to graduate from high school, both within five years, a cooperative arrangement has been made between the city school board of Cheyenne, Wyo., the division of vocational education, and the Cheyenne Memorial Hospital. Under this arrangement a girl who has completed two years in high school is allowed to enter the nurse-training course of the hospital. She will receive five units of credit for satisfactory school and laboratory work done in the hospital, and she returns each day to school for one period of regular high-school work.

Increased demand for books of a serious or practical nature is reported by the Indianapolis (Ind.) Public Library. Important gains were reported in the use of books on sociology, history, literature, fine arts, science, biography, and technology. At the central library the use of art and music books was greatly increased, due in large measure to gifts during the year of 13,500 pieces of music. Thirty per cent of the city's population are listed as home readers. Of the 2,230-128 books issued, two-thirds were lent by the branch libraries.

## Museum Specially for Working Men and Women

Charts in brilliant colors and models which can be operated by levers or switches are exhibited in the Government Museum of Economics and Social Subjects, recently established in Dusseldorf, in the heart of the industrial region of Germany. The museum is intended to meet the everyday demands for knowledge of working men and women, and the fact that exhibits are portable adds to the flexibility of growth and to the use of the collections. Exhibits are so placed and charts so colored that the facts presented can be obtained almost at a glance. In the department of transportation the development of speed from the sailing vessel to the airplane is illustrated by models of the *Santa Maria*, the *Savannah*, the *Great Western*, the *Mauretania*, and the *Bremen*, which can be propelled at comparative speeds across a miniature Atlantic.



## Special Training for Pupils Talented in Art

Special classes for children gifted in art have been organized recently by the art department of the Richmond (Va.) public schools. With the approval of the superintendent eight classes were opened about a year ago, each running two weeks, and pupils were allowed free expression of their ideas. Classes were ultimately formed in several parts of the city. Many kinds of work are done in the art classes, and pupils work in a variety of materials. In one section clay modeling is emphasized, in another commercial art, in another a class of small children has been formed. The entire plan is intended to give an opportunity to each child for individual expression in the medium best suited to him. The work has enlisted the genuine interest of teachers, and many talented pupils have been discovered. The classes offer the same opportunity to all children, rich and poor alike.



Rivalry between rooms in attaining 100 per cent dental treatment of pupils has proved a stimulus to reparative work in some schools in the United States, and such work has been made a requirement for graduation in at least one junior high school, according to statement in Better Teeth, Health Education No. 20, by Dr. James Frederick Rogers, published by the Interior Department, Bureau of Education. In schools of Bridgeport, Conn., a child with cavities in his permanent teeth is not promoted from the fifth to the sixth grade.

# Urban Schools Fit Children for Practical Needs of Life

*Course Covers Three or Four Years After Five Years in Elementary Schools. For Skilled Artisans, Tradesmen, Farmers, Employees of State Railways, and the Like. Teachers Specialize in Three or Four Related Subjects*

By EMANUEL V. LIPPERT

Prague-Zizkov, Czechoslovakia

**A**N IMPORTANT RÔLE is played in Central Europe by the so-called "urban schools," sometimes called "civic," burger, or měšťanské schools, which provide an education superior to that given in the ordinary elementary schools and fit the children attending them for the practical needs of life.

In no country of Central Europe is there so large a proportion of these higher elementary schools as in Czechoslovakia, where there are no less than 1,800, attended by more than 300,000 pupils. As compared with these figures, secondary schools of all kinds (gymnasium, real gymnasium, reformed real gymnasium, and real school) in Czechoslovakia exist to the number of 300, attended by 100,000 pupils. One pupil out of every four in the Republic passes to the urban school after having attended five grades of the elementary school.

The course at an urban school is usually of three years, but 580 schools add a fourth year, the cost of which is defrayed by the local school authority of the concerned school. As a rule separate urban schools are provided for the two sexes, but in smaller places the coeducational system is applied. Instruction is given by trained teachers who specialize in three or four subjects—either the language of instruction, history, and geography; natural sciences and mathematics; or technical subjects, including mathematics, free-hand drawing, geometrical drawing, and calligraphy. In the towns it has become a rule that pupils of the elementary schools who have passed the fifth grade and are not proceeding to a secondary school pass on to an urban school.

Since the war there has been an increase in urban schools even in small boroughs and in all greater villages, so that a plan has been proposed for setting up district urban schools for small groups of all country villages.

According to a bill which is shortly coming before Parliament, the material costs (for erection and equipment of the schools) would be defrayed by the local authorities of those villages sending their children from within a radius of four kilometers. This scheme will largely increase the number of urban schools in the country districts and raise the educational

level of the rural people. The urban schools have already proved a great blessing to the broad masses of the population, for the children who have passed through these schools are to be found largely among the skilled workers, traders, and farmers. The urban schools turn out, in fact, the lower class of intellectuals—the men and women who fill the posts in local government bodies, in the trades unions, in cooperative societies, and similar functions on which the administration of a democratic state is based. The popularity of these schools is explained by the fact that they continue to be schools of training for the practical needs of life, and have not attempted to follow the learned methods of the secondary schools.

In Czechoslovakia, following the example of America, it has been proposed that the lower of eight forms of the secondary schools should be coordinated with the urban schools. Nothing has come of this proposal, but efforts are being put forward to minimize the unnecessary difference in the curricula of the two types of school, and to facilitate the passing of talented pupils from the urban to the secondary schools. Pupils who have passed out of the urban school have the same right as those from the secondary schools to enter the agricultural, commercial, and industrial (technical) schools. Three-fourths of the students now attending teacher-training colleges (for elementary and urban school teachers) have come from urban schools, and the completion of the urban school course, especially of the fourth class, is a qualification for posts on the State railways, including guards, engine-drivers, etc.

Another bill of the Czechoslovak Ministry of Education will make the fourth class an integral part of urban schools. The same communities and authorities that are obliged to establish and to maintain the urban schools will be required to maintain the fourth class if 20 pupils present themselves to attend such a class. Attendance will not be compulsory, however, for compulsory attendance in Czechoslovakia lasts only eight years, that is, from the 6th to 14th year of age; and the fourth class will be equivalent to the ninth class of primary schools.

## Knowledge of Pupils' Home Life Essential to Efficient Teaching

*Study of the School Neighborhood made by Teachers in a Grand Rapids School  
and the Results were Utilized in Formulating a Course of Social Studies for  
Primary Grades*

By MARY DABNEY DAVIS

Specialist in Nursery-Kindergarten-Primary Education, Bureau of Education

**S**TUDYING the home backgrounds from which children come to enroll in the elementary grades is common practice in the modern school. It is a far cry from the practice of a few years ago when children were assigned to grades and given instruction regardless of the problems in their home environment. These home problems have a definite influence upon a child's ability and readiness to learn. They affect his peace of mind, his physical growth, and his sociability.

In the new curricula for elementary grades the social studies have found a place. Heretofore this term has been taken to mean only the work of geography and history in the upper grades. It is now understood to include all that tends to aid the children to make personal adjustments to school and social life. The social studies, then, aim first to help young children make the transition from

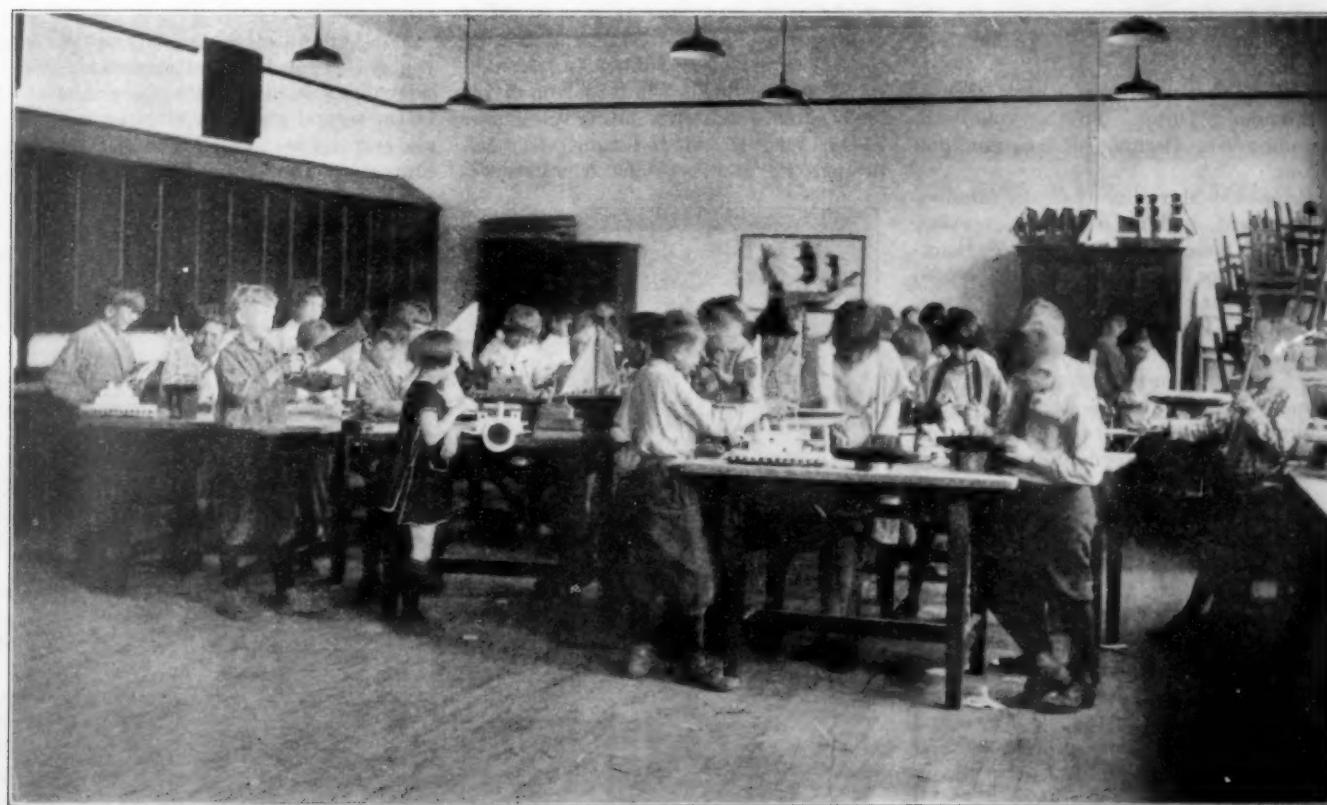
home experiences to school life. School life places children with their peers—children of similar physical growth, having similar abilities to handle materials, to read, to manage figures, to write, and so on—children who, in short, have had a similar amount of experience with the world, although this experience varies greatly. The variety harks back again to the home which has largely determined the child's introduction to the civic and industrial life of the locality in which he lives.

In making this transition from home to school experience the expert teacher makes use of the finest personal and social habits expressed by the children and the widest and most interesting experiences which they bring to the group. They are used to develop in the whole group of children certain adequate standards of behavior, a certain breadth of knowledge, and an appreciation of neighborhood

and city life. To do this it is essential for the teachers to know a great deal about the neighborhood and about the family life of the children who come to the school. It is impossible to do efficient teaching without knowing the parents' nationalities, something of the home life, and family habits from which the children come.

Many different attacks have been made upon this problem in different cities and in different elementary schools. One such attack, made at the Harrison Park Elementary School, of Grand Rapids, Mich., by the principal, Miss Lettie Marsh, and her teachers, aimed to discover and to accept as the school's specific problem the social needs of that particular school district. The teachers felt a need for some explanation of the total disregard for the Golden Rule attitude among the children, and for the vindictiveness displayed in neighborhood quarrels. The restless, unstrung, nervous condition of many of the little children on Monday mornings indicated that the Sunday "leisure" had been an exciting experience. Among older children, especially the boys, the tendency to call anyone a "sissy" who tried to show courtesy, self-control, or strength of character, indicated that the standards set at home were not as fine as could be desired.

Plans for neighborhood study included present home conditions, and also aimed to discover those opportunities, experi-



Each third-grade child made a boat during the year

ences, and activities which the children needed in school to meet adequately the life experiences common to the average American citizen. Two methods were followed in making the study: First, a card was sent to each home on which the parents were asked to give certain information regarding their nationality,

mented by records from home visiting, and resulted in statements of community problems. These problems the school accepted when planning the work in social studies for the children. They are as follows: 1. There is no common tie of any interest in our large community. 2. Each nationality tenaciously clings to its cus-

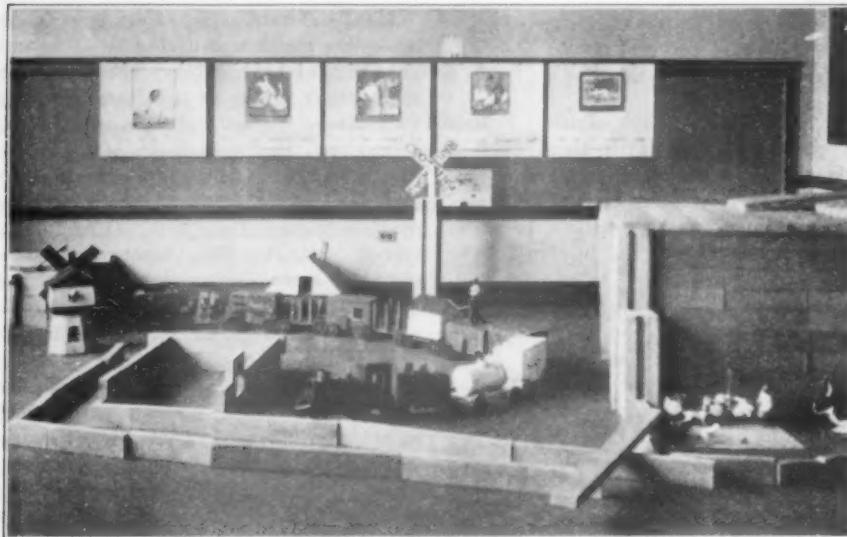
sentatives in this locality are of the unlettered peasant type traditionally and are far removed from comprehension of American standards in education.

Within this Harrison Park Elementary School there are 125 kindergarten and nursery school children, 106 children in the first grades, and 75 in the second grades.

#### *Course of Social Studies Prepared*

In the light of the family and community survey thus made a course of social studies was prepared for the kindergarten-primary grades. The general objective of the course is to produce right social responses in the home and in the community, as well as in the school. The specific objectives for the young children were listed by the school faculty as follows: 1. To develop and broaden responsibility for themselves, their belongings, their physical needs, and consideration for rights of others. 2. To develop ability to work in a group as a leader or as a follower, to cooperate, to be helpful, to take criticism, to give fair and just criticism, to be courteous, to share materials, to care properly for materials after group activity, increasing skill in planning work. 3. To develop immediate responses—prompt obedience to parents and teachers, to regulations in home, regulations at school (regularity, punctuality), and regulations in community—to signals, safety signs, traffic signs, and respect for public buildings.

The quantitative achievements for young children in social studies are considered largely in the light of social habits. In the second grade the children begin to see and differentiate the subject-matter content. The following quantitative



A train made by first-grade children was used almost daily

their religion, their recreation, and their occupations; and second, the information obtained on this card was verified and supplemented by visits to the homes.

The result from this investigation showed the following information for the 755 children enrolled in the elementary school:

*Nationalities in order of frequency.*—Lithuanian, Dutch, Polish, American, Scandinavian, German, Hungarian, and mixed.

*Religion.*—More than half the families, 54 per cent, had no church connection. Some of these families had been "unchurched" for liberal thinking and refused to allow their children to join Boy Scouts, Camp Fire Clubs, and similar organizations. Most of the other 46 per cent of the families belonged either to the Reformed Church or to the Roman Catholic Church, though a small number attended churches of other denominations.

#### *Sunday Schools and Movies Equally Popular*

*Sunday recreation.*—About 40 per cent of the children attend the movies on Sunday; another 40 per cent attend Sunday schools, and about 20 per cent attend both Sunday school and movies.

*Occupations of parents in order of frequency.*—Trades, 50 per cent; laborers, 36 per cent; business, including clerks and salesmen, 12 per cent; professions and miscellaneous occupations, 2 per cent.

This conspectus of the nationalities and occupations of the people was supple-

toms and religious beliefs. 3. There is a lack of appreciation for many of our American standards. 4. Many Lithuanian parents can not read or write in their own language. 5. There is a lack of obedience to their parents on the part of children. 6. There is too great a tendency to use leisure time in aimless and harmful ways, disregarding health as to hours kept, food eaten, and stimulating pleasures. 7. Our most difficult nationality to reach through its adults is one whose repre-



Children made clay dishes and furniture for this tea party

achievements were planned for the kindergarten and first grade:

1. Every child in the group should participate in at least one activity from each of the four phases of social life—school life, home life, civic life, industrial life. 2. Through personally experiencing these activities the following definite social attainments may be expected: (a) Attitude of joy and comradeship in playing and working with others; (b) sympathetic attitude toward people who help them in the home and community; (c) attitude of friendliness toward teacher and school; (d) habit of obedience to rules of school and group; (e) habits of order and responsibility in caring for wraps, materials, school room, and school ground; (f) habits of politeness—courtesies of greeting, request, and appreciation; (g) ability to use own initiative in choosing materials and working out original ideas; (h) habits of concentration and attention and accurate observation; (i) habits of cleanliness.

*Quantitative achievements planned for the second grade.*—As a very young citizen, the child may be made to feel himself active, and should show pronounced improvement beyond the first grade in: 1. Social habits: Knowledge, willingness, and ability to respond to rules of school, home, community. 2. Work habits. 3. Thrift habits. 4. Leisure habits. 5. Moral and patriotic habits.

#### *Social Studies Not Formally Taught*

Specific suggestions for activities in each of the four grades considered are listed in the course of study; for example, the care of wraps, toilet needs, courteous responses, respect for property and for the personal rights of others. No formal teaching of social studies takes place in the first three groups of children, but some subject-matter content is used in the second grade. The language period, when discussion of the day's activities takes place, is used as the best time for crystallizing social experiences. At that time not only are individual-behavior problems discussed, but the social agencies in the city which minister to the needs, the comfort, and the safety of the family and the home are presented. The sense of cooperation, of interdependence, and of individual responsibility essential to social life is well started in the children's consciousness.

It is an inspiration to see how the needs of a community, exposed by a neighborhood survey, have been used as the basis for an educational program to educate the children. Such a program builds a sure foundation for the youngest children and develops a group of adolescent children whose personal habits, whose social attitudes, and whose standards of right and wrong should produce citizens of which the United States may well be proud.

## Two Thorough Examinations for Every Pupil

As part of the medical service in schools of Toronto, Canada, each pupil has two complete physical examinations during the course of his school life. The first examination is made during the "junior first" year and is for the detection of physical defects; and the second, made during the "junior fourth" year, is to ascertain to what extent the defects previously found have been corrected, if other defects have developed, and for the purpose of vocational guidance. Such examinations are considered the most valuable means of health teaching given by the schools to parents and children. Each morning from 12 to 14 children are examined by the medical officer of the school, assisted by the school nurse. Parents are notified several days in advance of the examination, and are requested to be present. The child is weighed and measured, his sight tested, and he is subjected to a thorough physical examination. Comments are freely made as the examination proceeds, and if defects are found they are explained to the mother and she is told the probable cause, and what she should do to correct them. After it is all over the parent receives a card, signed by the principal of the school, emphasizing the importance of early correction of defects by the family physician or, if necessary, at the school clinic.

The examinations offer an opportunity to encourage mothers to bring the younger children to the school for examination, and at least one afternoon a week is set aside for the examination of children of preschool age. During one year complete physical examinations were given to 21,340 children, and special examinations to 5,143.

## Schools for Juvenile Delinquents Grow Steadily

An increase of 28.6 per cent since 1922 in the number of juvenile delinquents committed to institutions of a reformatory nature is indicated by reports received by the United States Bureau of Education from 158 of the 173 industrial schools for delinquents known to exist in the United States. Statistics of these schools have been published by the bureau as Bulletin, 1928, No. 10. The total increase since 1922 of 28.6 per cent represents an increase of 30.2 per cent for boys, and of 23.5 per cent for girls. The total number of inmates reported in such institutions in 1926-27 was 84,317, of whom 65,174 were boys, and 19,134 were girls. Of the total

number 72,803 were white, and 11,514 were colored. The percentage of increase since 1922 for white inmates was 31.4; for colored, 25.7. Reports from 91 institutions with 24,110 inmates indicate that 2,271—that is, 9.4 per cent of those committed, could neither read nor write. The number of instructors who were engaged primarily in teaching inmates was 1,488, of whom 582 were men. Of the 4,677 assistants, who did no teaching, 2,529 were men. Instruction was given during the year to 61,740 inmates, or 74 per cent of the total number; and some trade or occupation was taught to 48,646, or 75 per cent of all inmates in the institutions reporting this item.

## South American Teachers Will Visit Germany

At the invitation of the German Government, German universities and schools, a number of teachers and professors will go to that country for investigations of various kinds. A boat is being chartered by the Argentine professors, and an invitation has been extended to the teachers and professors of Paraguay to join them. The trip will consume four months and expenses are to be paid personally, although a low rate has been quoted for the entire period, including all expenses of whatever nature. It is possible that a few from here will join the Argentinians.—George L. Kreeck, American Minister, Asuncion, Paraguay.

## Character Development Emphasized in Denver Schools

"The most important objective of all the Denver public school courses of study is character education," according to a statement in a recent issue of School Review, the official publication of the Denver schools. Each course of study used in the schools is organized for the definite purpose of contributing to character education, and report cards in certain grades have sections in which pupils may be marked in reliability, social attitudes, and clear thinking, as well as in health, thrift, and the usual school subjects.

Cooperation has been arranged between the University of Virginia and the school authorities of the county of Albemarle and of the city of Charlottesville by which an associate professor of the university, Mr. Eustace E. Windes, will be "director of supervision" for the schools of the county and the city.

## New Books in Education

By MARTHA R. McCABE

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**BLANCHARD, PHYLLIS.** *The child and society. An introduction to the Social psychology of the child.* New York, London [etc.], 1928. xi, 369 p. tables, diagr. 12°. (Longman's social science series, general editor, Ernest R. Groves.)

The book presents the methods by which the child is taught to conform to the customs of organized group life, explaining the deviations from the social norm, and how to handle such deviations. The major part of the study, Part I, discusses many of the problems with which we are more or less familiar, namely, emotional responses, the family, play, religion, reading, motion pictures, individualization, adolescence, etc. In Part II the author draws from her own experiences in direct contacts with children in public and private schools, child guidance clinics, etc., and discusses the development of undesirable behavior, juvenile delinquency, and the child and the clinic.

**FERRIÈRE, ADOLPH.** *The activity school.* Translated by F. Dean Moore and F. C. Wooton. New York, The John Day Company [1928]. xvii 339 p. table (fold.) 8°.

Doctor Ferrière, an exponent of the new education movement, is professor of education in the Jean Jacques Rousseau Institute, at Geneva, Switzerland, and adviser to the experimental school conducted by the Ligue internationale pour l'éducation nouvelle, at Geneva. The foreword to the volume is by Carleton Washburne, of Winnetka, Ill., an exponent of this type of education in the United States. The translators have made Doctor Ferrière's work available to the American public, giving a clear picture of Europe's new education movement. The author defines the activity school as "a school for the spontaneous activity of the child, based on his creative ability, manual and intellectual." The principles underlying the new movement in education in European schools are presented.

**FITTS, CHARLES TABOR, and SWIFT, FLETCHER HARPER.** *The construction of orientation courses for college freshmen.* Berkeley, Calif., University of California press, 1928. p. 149-250. tables, diagrs. f°. (University of California, Publications in education, vol. 2, no. 3, November, 1928.)

The rapid spread of the orientation movement, and the development of orientation courses, together with the increasing body of knowledge in this field, have made it desirable to know what the colleges of the country are actually accomplishing in this activity. The authors show its historical development, the manner in which various institutions are assisting freshmen to adjust themselves in their relation to the new body of knowledge with which they are surrounded, and the content of the major types of orientation courses. To these problems have been added those of organization, administration, and supervision of orientation work. Extensive bibliographies of textbooks and supplementary reading are given.

**GIDDINGS, THADDEUS P., EARHART, WILL, BALDWIN, RALPH L., and NEWTON, ELDRIDGE W., eds.** *Elementary music and two-part music with piano accompaniment. The home edition, vol. 2.* Boston, New York [etc.], Ginn and company [1928]. iv, 416 p. music. f°. (Music education series.)

The editors, who are directors of music in large city school systems, have brought together in this volume a collection of songs with piano accompaniment suited to elementary schools, with the purpose of leading the pupils in the schools to love good music, and to appreciate its strength and beauty. In addition to this, it was thought that the family in the home and the larger community group might also enjoy the music, and, because of the appeal of both words and music, all might be stimulated to read and interpret music.

**JOHNSON, HARRIET M.** *Children in the nursery school.* New York, The John Day company, 1928. xx, 325 p. illus., front., tables, diagrs. 8°.

The author brings to this study a record of eight years' experience in directing an experimental nursery school for children from 14 months to 36 months, connected with the bureau of educational experiments, New York City. A large share of the attention of educational administrator and psychologists is directed to-day to the study of young children. The field of activity of children of this age is limited, but the importance of understanding it is great. The author presents her discussion of the subject under three heads: Why We Do What We Do, Planning the Environment, Physical and Social, for Language and Rhythm; and Keeping the Records of Children's Growth, and Their Use of Environment of Different Kinds.

**KELTY, MARY G.** *Teaching American history in the middle grades of the elementary school.* Boston, New York [etc.], Ginn and company [1928]. viii, 748 p. front., illus., tables, diagrs. 8°.

The book is intended for intermediate grade teachers, for junior high-school teachers, for normal-school teachers, and for supervisors of the social studies. The author has treated first the technique of history teaching, and then has made use of a number of units of history, devoting a chapter to each. Six illustrative lessons are outlined. The appendix furnishes a number of supplementary reading lists for fourth and fifth grades and lists of illustrative material for the teacher.

**ROCKEFELLER FOUNDATION. DIVISION OF MEDICAL EDUCATION.** *Methods and problems of medical education.* Tenth series. New York, The Foundation, 1928. 343 p. illus., plans. 4°.

The director of the Division of medical education of the Foundation, Richard M. Pearce, contributed a prefatory note to the first series, published in 1924, which stated the purpose of the entire series, of which the above study is the tenth. That purpose is to

collect and publish brief descriptions of clinics, laboratories, and methods of teaching in different parts of the world, to assist those who plan buildings, prescribe methods of teaching, etc. A considerable part of the study is taken up with foreign conditions and institutions. In our own country, the following institutions are presented: Western Reserve university, Yale university, University of Pennsylvania, Stanford university, University of Rochester, University of Illinois, and the Illinois State department of public welfare, Chicago.

**SAYLES, MARY BUELL.** *The problem child at home. A study in parent-child relationships.* New York, The Commonwealth fund, Division of publications, 1928. 342 p. 8°.

The interpretations embodied in this book are based upon the study of some 200 records drawn from the clinics conducted during a 5-year period under the Commonwealth fund program for the prevention of delinquency. The most typical and frequently recurring problems of parent-child relationships are discussed in Parts I and II, with particular attention centered upon family situations, and the causes lying back of them. Part III, in 12 narratives, deals with the treatment period. Some suggestions for reading for any parent, and for parents interested in special problems, are given at the end of the volume.

**SCHMIDT, G. A.** *Efficiency in vocational education in agriculture.* . . . New York and London, The Century co. [1928]. xvi, 314 p. tables, diagrs. 12°. (Century vocational series, ed. by Charles A. Prosser.)

The scope of the field is the consideration of the teaching of vocational agriculture of less than college grade in the public schools. The occupation of farming is discussed in its various aspects as to investment in land, buildings, crops, livestock, farm receipts and expenditures, farm bookkeeping, etc.

**THAYER, VIVIAN T.** *The passing of the recitation.* Boston, New York [etc.], D. C. Heath and company [1928]. viii, 331 p. 12°.

The author, who is professor of the principles and practice of education at the Ohio State university, presents a study of the increasing interest on the part of students of education in methods of teaching other than the recitation. Evidence is offered of the limitation of the recitation method, and some newer methods are advocated by educators. The book deals first with the origin of the recitation, and the principles involved in traditional teaching, and then proceeds with certain fundamental principles of present-day thinking and procedure. The outstanding chapters of the study deal with certain new methods of teaching, namely, individual instruction (the Dalton and Winnetka plans), supervised study, socialized recitation, the project method, etc., and the essential phases of teaching procedure suggested by the methods discussed. Short bibliographies, without annotations, are given at the end of each chapter.

**WINSLOW, LEON LOYAL.** *Organization and teaching of art. A program for art education in the schools.* Rev. and enlarged ed. Baltimore, Warwick & York, inc., 1928. 243 p. tables, diagrs. 12°.

The author has developed both programs and courses of study for the elementary school, and the junior and senior high school, the latter being referred to as grades 7, 8, and 9, and 10, 11, and 12 respectively.

## CHIEF AIM OF NATIONAL EDUCATION

*Is to Make Citizens of the  
Highest Type*

ATIONAL education is a very wide subject; there is very little which it does not cover. It is not a matter of the intellect only; it is not a matter of the mind; it is not a matter of the religious side; it is not a matter of the physical side only; but it is all these phases of life, without which you do not get the perfect man or woman. They must be put together in their proportions and in their places in a great system so that what is best in everybody may have a chance of being called forth. It is a very great undertaking and will cost a great deal of money. The work will be done only if the nation is behind the movement for its own education, and the nation will be behind the movement for its own education only if we do our work in appealing to the nation, and if we put our appeals high enough. \* \* \* Do not think that I neglect the utilitarian side of education. It is not the only side, nor is it the highest side, nor the most convincing side; the highest and most convincing side is the side which appeals to the best elements in people and which puts before them education as something not confined to this or that phase of spiritual life, which does not limit itself to training, to this or that attitude, but which seeks to develop and to make them citizens of the highest type, men and women who take that large view which shows them to their neighbors as themselves, and shows them in the common life of the city something that causes them to put forward the utmost endeavor that is in them.

—LORD HALDANE.

## GOVERNMENT BY EDUCATED MEN

*'Assures Benefits of Wide Knowledge of  
Wise Methods'*



EDUCATION in the United States is regarded as something organic—something belonging essentially to our political and social structure. We are making the experiment of self-government—a government of the people by the people—and it has seemed a logical conclusion to all nations of all times that the rulers of the people should have the best education attainable. Then, of course, it follows that the entire people of a democracy should be educated, for they are the rulers. ¶ By education we add to the child's experience the experience of the human race. His own experience is necessarily one-sided and shallow; that of the race is thousands of years deep, and it is rounded to fullness. Such deep and rounded experience is what we call wisdom. To prevent the child from making costly mistakes we give him the benefit of seeing the lives of others. The successes and failures of one's fellow men instruct each of us far more than our own experiments. ¶ The patriotic citizen sees that a government managed by illiterate people is a government of one-sided and shallow experience, and that a government by the educated classes insures the benefits of a much wider knowledge of the wise ways of doing things.

—WILLIAM T. HARRIS